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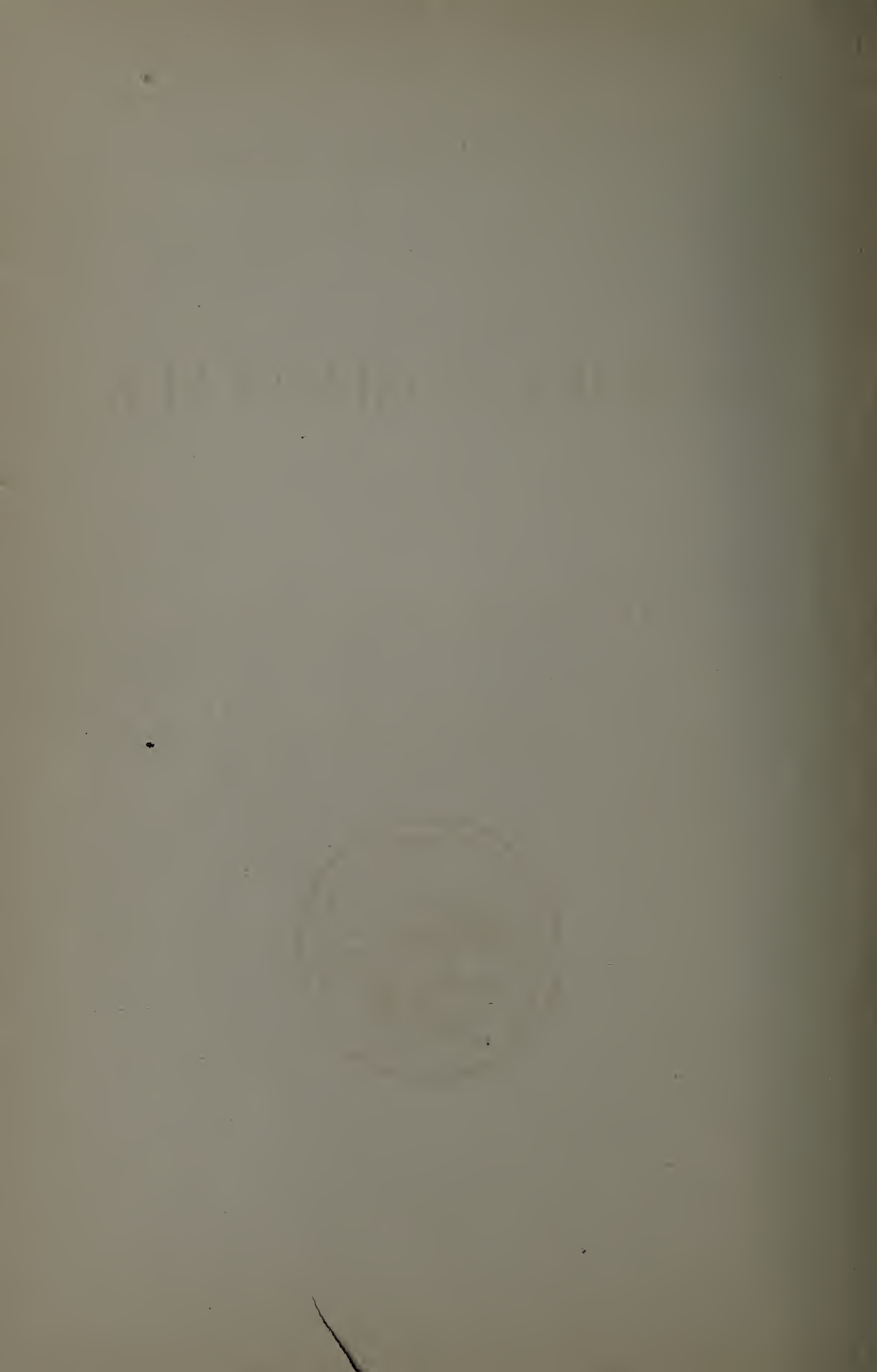
1880

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FITCHBURG, MASS.

SCHOOL REPORT.

1880.



EIGHTH ANNUAL REPORT
OF THE
SCHOOL COMMITTEE,
OF THE
CITY OF FITCHBURG, MASS.,
FOR THE YEAR 1880.



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FITCHBURG:
PRESS OF BLANCHARD & BROWN.
1881.

At a meeting of the School Committee, held December 20, 1880,
it was voted :

That the report of the Superintendent be adopted and published as
the report of the School Committee.

379.744

F556

1880

CITY OF FITCHBURG.

SCHOOL DEPARTMENT.

ORGANIZATION FOR 1880.

HON. ELI CULLEY, Mayor, *ex officio*, Chairman.

EDWARD P. LORING, President of the Common Council, *ex officio*.

WARD ONE.

Thomas Murray, three years.

J. Warren White, two years.

Henry O. Putnam, one year.

WARD TWO.

Charles Mason, three years.

James T. Hewes, two years.

William Woodbury, one year.

WARD THREE.

Charles F. Baker, three years.

George S. Gibson, two years.

James H. Fairbanks, one year.

WARD FOUR.

Frederic F. Woodward, three years. Frederick H. Thompson, two years.

Thomas S. Blood, one year.

WARD FIVE.

Frederic R. Comee, three years.

Stillman Haynes, two years.

Daniel B. Whittier, one year.

SCHOOL DEPARTMENT.

WARD SIX.

John Gallagher, three years.

Philip J. Garrigan, two years.

John Barnes, one year.

SUPERINTENDENT AND SECRETARY OF THE BOARD.

JOSEPH G. EDGERLY.

Office, City Hall.

Office Hours, from 4 to 5 P. M., School Days.

STANDING COMMITTEES.

RULES AND REGULATIONS.

Messrs. Murray (chairman), Mason (secretary), Baker, Woodward, Comee, Gallagher and the Superintendent.

SCHOOL HOUSES.

Messrs. Woodbury (chairman), Woodward (secretary), Murray, Baker, Whittier and Barnes.

BOOKS AND APPARATUS.

Messrs. Blood (chairman), Hewes (secretary), Putnam, Fairbanks, Whittier, Garrigan and the Superintendent.

EXAMINATION OF TEACHERS.

The Superintendent (chairman), Messrs. Garrigan (secretary), Putnam, Hewes, Fairbanks, Thompson and Comee.

FINANCE.

Mayor Culley (chairman), Messrs. Haynes (secretary), Loring, Gibson, Barnes, and the Superintendent.

ASSIGNMENT OF VISITING COMMITTEES.

Messrs. Haynes (chairman), Thompson (secretary), White, Hewes, Fairbanks and Gallagher.

PRUDENTIAL COMMITTEE.

Messrs. Fairbanks (chairman), Thompson (secretary), Woodbury and the Superintendent.

MUSIC, WRITING AND DRAWING.

Messrs. Blood (chairman), Mason (secretary), White, Gibson, Haynes and Garrigan.

SCHOOL ATTENDANCE.

Messrs. Haynes (chairman), Baker (secretary), White, Woodbury, Thompson and Gallagher.

VISITING COMMITTEES.

HIGH SCHOOL.

Messrs. Putnam, Mason, Fairbanks, Thompson, Haynes and Garrigan.

GRAMMAR SCHOOLS.

High Street—Messrs. Blood, Hewes and Baker.

Day Street—Messrs. Whittier, White and Woodward.

West Fitchburg—Messrs. Gallagher, Woodbury and Comee.

INTERMEDIATE SCHOOLS.

High Street (A)—Messrs. Blood and Woodward.

High Street (B)—Messrs. Fairbanks and Mason.

Day Street—Messrs. Hewes and Baker.

South Street—Messrs. White and Murray.

Middle Street—Messrs. Garrigan and Putnam.

South Fitchburg—Messrs. Barnes and Gibson.

Rockville—Messrs. Woodbury and Comee.

SECONDARY SCHOOLS.

High Street—Messrs. Gibson and Whittier.
Day Street—Messrs. Haynes and Woodward.
South Street—Messrs. Gallagher and Putnam.
Middle Street—Messrs. Garrigan and White.
South Fitchburg—Messrs. Barnes and Thompson.
East Street, Messrs. Whittier and Gallagher.
Rockville—Mr. Comee.

PRIMARY SCHOOLS.

High Street (A)—Mr. Blood.
High Street (B)—Mr. Thompson.
Day Street (A)—Mr. Haynes.
Day Street (B)—Mr. Baker.
South Street (A)—Mr. Barnes.
South Street (B)—Mr. Fairbanks.
Middle Street (A)—Mr. Murray.
Middle Street (B)—Mr. Mason.
East Street—Mr. Baker.
School Street—Mr. Hewes.

UNGRADED SCHOOLS.

Mount Elam—Mr. Woodbury.
Woodbury—Mr. Woodbury.
Wachusett—Mr. Fairbanks.
West Fitchburg—Mr. Murray.
Dean Hill—Mr. Whittier.
Page—Mr. Thompson.
Caswell—Mr. Haynes.
Pearl Hill—Mr. Comee.

SUPERINTENDENT'S REPORT.

To the School Committee of Fitchburg:

GENTLEMEN :—I herewith submit to you, and through you, to the public, the Eighth Annual Report of the Superintendent of Schools of this city.

Your attention is invited, first, to the items relating to the attendance and the expenditures.

SUMMARY OF STATISTICS.

| | |
|--|--------|
| Population of the city, | 12,500 |
| Number of children between five and fifteen, | 2,344 |

SCHOOL ATTENDANCE.

| | Boys. | Girls. | Total. |
|--|--------|--------|--------|
| Whole number registered, | 1293 | 1332 | 2625 |
| Average number belonging, | 1024.5 | 968.5 | 1993 |
| Average daily attendance, | 867.8 | 903.8 | 1771.6 |
| Number of pupils under 5 years of age, | - | - | 18 |
| Number of pupils under 6 years of age, | - | - | 262 |
| Number of pupils over 15 years of age, | - | - | 237 |
| Number of pupils over 16 years of age, | - | - | 145 |
| Number of pupils between 5 and 15, | - | - | 2236 |

EVENING DRAWING SCHOOL.

| | |
|-----------------------------------|----|
| Whole number of pupils, - - - - - | 37 |
| Average attendance, - - - - - | 28 |

EVENING COMMON SCHOOLS.

| | |
|-------------------------------|----|
| Number of pupils, - - - - - | 39 |
| Average attendance, - - - - - | 19 |

SUMMARY.

| | |
|--|---------|
| Whole number of pupils in day and evening schools, - - | 2,701. |
| Average attendance day and evening schools, - - - | 1,818.6 |
| Number of teachers, first term, - - - - - | 49 |
| Number of teachers, second term, - - - - - | 52 |
| Number of teachers, third term, - - - - - | 54 |
| Number of special teachers, - - - - - | 3 |
| Number of teachers, evening drawing school, - - - | 3 |
| Number of teachers, evening (common) schools, - - | 4 |

CURRENT EXPENSES OF SCHOOLS.

| | |
|---|--------------------|
| Salaries of teachers, - - - - - | \$24,053 30 |
| Salary of teacher of music, - - - - - | 475 00 |
| Salary of teacher of writing, - - - - - | 594 00 |
| Salary of teacher of drawing, - - - - - | 567 50 |
| Salary of Superintendent, - - - - - | 1,800 00 |
| Fuel and care of rooms, - - - - - | 3,538 93 |
| Total current expenses, - - - - - | <u>\$31,028 73</u> |

EXPENSE OF EVENING SCHOOLS.

| | |
|----------------------------------|----------|
| Teaching, - - - - - | \$391 00 |
| Rent and care of room, - - - - - | 100 00 |

| | |
|---|----------|
| Total expense evening schools, - - - - - | \$491 00 |
| Expense per scholar, based on whole number, (76), - | 6 46 |
| Expense per scholar, based on nightly attendance, (47), - | 10 44 |

| | |
|---|-------------|
| Total cost day and evening schools, - - - - - | \$35,533 92 |
| Expense per scholar based on whole number, (2,701), - | 13 15 |
| Expense per scholar, based on average number belonging, (2,050), - - - - - | 17 33 |
| Expense per scholar, based on average attendance, (1,818.6), | 19 54 |

The expenditures of the school department will be found in detail, as usual, in the report of the prudential committee. The amounts respectively paid and received on account of books sold to pupils, and also the cost of the improvements at Day street, are reported by that committee. These items are not included in the foregoing statement. A separate account should be kept of the amount paid and received for books to be sold to pupils. The money received from such sales is sufficient to pay for the books and the expressage on the same, and also to pay the commission of ten per cent. to the dealers. The improvements at Day street were made in accordance with a vote of the city council.

The account of books sold to pupils, stands as follows :—

| | |
|---|------------|
| Cost of books on hand at beginning of year, Dec. 1, 1879, | \$556 26 |
| Expenditures for the year, | 1,804 67 |
| Total, | \$2,460 93 |

REPORT OF SCHOOL COMMITTEE.

II

CONTRA.

| | |
|---|----------|
| Received of Baker Brothers for sales, | \$965 91 |
| Received of B. W. Eddy & Co. for sales, | 210 34 |
| Received of J. E. Thompson for sales, | 735 96 |
| Cost of books on hand Dec. 1, 1880, | 633 71 |

Total, \$2,545 92

The cost of the improvements at Day street was \$2,924.01.

SCHOOL CENSUS.

An enumeration of children between the ages of five and fifteen, was made in May last, in accordance with the law of the state. The enumerators reported as follows:—

Number of children in the different wards, May, 1880:

| Ages. | Wards | 1 | 2 | 3 | 4 | 5 | 6. | Totals. |
|---------|-------|-----|-----|-----|-----|-----|-----|---------|
| 5 | | 90 | 48 | 32 | 23 | 34 | 60 | 287 |
| 6 | | 64 | 50 | 35 | 22 | 25 | 51 | 247 |
| 7 | | 68 | 41 | 32 | 31 | 31 | 48 | 251 |
| 8 | | 60 | 53 | 30 | 21 | 35 | 43 | 242 |
| 9 | | 72 | 37 | 30 | 14 | 36 | 54 | 243 |
| 10 | | 50 | 40 | 39 | 23 | 27 | 48 | 227 |
| 11 | | 48 | 40 | 19 | 20 | 31 | 33 | 191 |
| 12 | | 47 | 51 | 32 | 21 | 28 | 67 | 246 |
| 13 | | 36 | 39 | 21 | 33 | 25 | 50 | 204 |
| 14 | | 47 | 45 | 24 | 24 | 25 | 41 | 206 |
| Totals, | | 582 | 444 | 294 | 232 | 297 | 495 | 2344 |

The names of 475 children upon the lists of enumerators were not found upon the school registers. Some of these children were under seven years of age, but many of them were from ten to fourteen. At the time the enumeration was made there were in attendance at the schools 2082, of which number 10 were non-residents.

The following was the school registration :—

| Ages. | Number Enrolled. |
|------------------------------|------------------|
| 4 years, | 9 |
| 5 “ | 152 |
| 6 “ | 173 |
| 7 “ | 228 |
| 8 “ | 222 |
| 9 “ | 235 |
| 10 “ | 201 |
| 11 “ | 184 |
| 12 “ | 200 |
| 13 “ | 165 |
| 14 “ | 102 |
| | <hr/> |
| Total, | 1871 |
| Over 14, | 211 |
| | <hr/> |
| Total enrolment May 1, 1880, | 2082 |

IMPROVEMENTS IN SCHOOL BUILDINGS.

Quite extensive repairs and alterations have been made during the year upon many of the buildings. Many of the objectionable features to which attention was called in the last report, have been removed. The only school room not provided with furniture of modern style is the one at Mt. Elam. In several rooms, however, the seats and desks are not suited to the capacity of the pupils.

The work at Day street was done under the direction of a committee, consisting of three members of the school board, and one of the aldermen. The committee on city property had charge of the changes in doors, ordered by the state inspectors of buildings. The other repairs were done under the direction of the Prudential Committee.

THE WORK OF THE SCHOOLS.

Many questions are raised, many points discussed in relation to the management of the schools. There are many different views concerning the work done. Supported as the schools are, by the public, at considerable expense, they ought to provide for all the youth in the land, a good education. It is not correct to say, that only those who send children to the public schools are to have a voice in their management. As long as the state demands, that each person in the community, shall contribute to the support of schools established by the state, it is the right, it is the duty, of every individual, to interest himself in the working of the schools. Each person should demand and insist on the demand, that competent teachers be employed, good text-books used, rational methods of teaching followed.

Many citizens who are unable to visit the schools, are anxious to know what the schools are doing, what the school system is, of which so much is said. With this in view, I have thought best to present at this time an outline of the work prescribed by the School Committee, some of the methods used by teachers, and reasons for using these methods. The work in full cannot be set forth, but sufficient, it is thought, can be stated in regard to it to enable one to understand what kind of work our schools are doing. In doing this, it will be necessary to state many facts well known to those familiar with the working of the schools. Certain points must also be discussed, the consideration of which will demand a repetition of what has been said in former reports.

The course of study for grades below the high school is arranged for nine years, one year for a room or division.

In the last report mention was made of the fact that the regularity of the grades could not be preserved. Our grammar school course is arranged for four years. For several years past there have been in attendance at the Day street grammar school, pupils in sufficient numbers to fill six rooms. These six divisions do the work prescribed for four years. There are not pupils of one grade sufficient to form two classes. As a result, in some rooms, there are two classes, one class of a certain grade, another of the next higher grade. The room that is assigned to the third class may contain a second class or a third class, or one class of each grade; one year a second grade class may occupy the room, the next year a third grade class may be there. These matters depend upon the size of the classes. A room will accommodate fifty pupils. Should a class of sixty-five be promoted to the fourth class of the grammar school from the different intermediate schools, it fills one room and leaves a part of a class for another room. At the end of a year at least eight or ten have left school, the greater portion of the others are promoted to the third class. Fifty of the original sixty-five—in an average class—are promoted to the third grade. There are, however, others for the third class, some who entered the school previously, that have not been promoted regularly, others that have returned to school from their work, and still others that have moved into the city. This more than fills the room assigned to the third class. There are too many pupils for one class, not enough for two. The grades are constantly intermingling. It cannot be avoided. It ought not to hinder the progress of the schools, but as a matter of fact, it has done this to some extent in our city. We are told that all pupils qualified for a certain grade—and no others—ought to be allowed to enter that grade. This is a good theory when the seating capacity of the rooms is just equal to the number to be promoted. The advocates of this theory do not take into account the fact, that oftentimes there are seventy-five pupils ready for promotion, and but forty-five seats in the room, to which these seventy-five are to be sent. This is a question confronting us each year, in other grades as well as in the grammar schools. This explanation seems to be demanded before any outline of the work of the schools can be given.

In speaking of the system I assume at the outset that the primary schools are the most important. The best teaching talent is demanded, the most successful teachers are needed in these schools. Habits are formed here that influence the pupils in their subsequent career. It is not the amount that is learned that benefits the pupils. It is the manner in which that amount is learned. A pupil in a grammar school may perform twenty examples and derive less benefit from the practice, than he would have derived had he performed but two. The habit of concentration, of application, of correct statement, may be developed in the latter case and not in the former.

In the lowest grade the child is taught to read script. The writing is generally placed upon the board. Script is now taught before the printed word. A word is learned as a whole. In this grade the pupils write upon their slates, copying words from the board, or from charts and books. At this time, care needs to be exercised in regard to the method of holding the pencil and the position of the body.

Enunciation—a subject too often neglected—receives attention. Pupils that enunciate distinctly have better listeners than other pupils, and training pupils to listen well is important. It is a subject that has not received sufficient attention. Many of the failures in the grammar school, in the high school, in life everywhere, are due to the fact that pupils are not trained properly in this respect. The better a teacher can teach enunciation, the better can he teach pupils to listen. A teacher in the high school explains to a class of fifty some point that is under consideration. Afterwards some of the pupils seem to be utterly ignorant of the subject. In too many instances it is because pupils are not good listeners. They were not well trained in this respect in the lower grades. It is so in every day life. A master mechanic gives a direction to a journeyman, a lawyer argues before a jury, a clergyman talks with his parishioners, a merchant intrusts some affairs to a clerk. In many cases, it is true, that what is said is expressed so awkwardly that it is difficult for one to comprehend it, but too often it is because the one addressed is not qualified to listen. The importance of this subject is seen in the every day work of the schools. Enunciation

has a distinct bearing upon it. Indistinct utterance compels both teachers and pupils to repeat what should have been spoken clearly at first. Repetition, under such circumstances, makes teachers and pupils careless. The teacher who pronounces a word in the spelling lesson twice when once is sufficient, who repeats any question, when there is no good reason why each pupil should not hear and understand at first, who allows a pupil to try four or five times to spell a word, when it is evident that each trial is a *guess*, who repeats a command or a direction *unnecessarily*—is training pupils to be careless. I emphasize the word *unnecessarily*, for there are times when many repetitions are needed. These careless habits formed in early life are strengthened in after years.

The habits formed in school, not the number of facts learned, fit pupils for the duties of life. If a boy is well grounded in the main principles of arithmetic we consider it sufficient as far as this subject is concerned to admit him to the high school. We do not ask how many times he has “ciphered through the book,” or whether he has been through Greenleaf’s, or Adams’s, or Colburn’s Arithmetic. We like to be assured that he has learned to apply himself closely to his work. The habits he acquired while studying arithmetic in the lower grades, rather than the number of examples he performs, will affect his standing in the high school and in after life.

Arithmetic is taught in some form in all the grades. The pupils count material objects. They do not learn to count abstractly. Experience has shown that pupils may be able to count to one hundred, in order, and not be able to state the exact number of pupils in a class of ten or twelve. In a school of forty, a half dozen different pupils have each counted the number in the school room and each obtained a different result. The same pupils could count, with regularity and rapidity, to one hundred. Knowing in what direction the pupils are likely to fail, teachers are enabled to work more effectively. Pupils as soon as they enter school learn numbers by counting. They count the scholars in a row, or in a class, the seats, the desks in the room, the books on a desk, the lights of glass, the articles of various kinds that the teacher provides

for this purpose. They make the figures on their slates, and thus combine what we term mental and written arithmetic. They learn that one and two are three, and place the work on their slates, that two times two are four, two times three are six, etc., and then write upon their slates, 2-4-6-8-10, etc. A great deal of use is made of the slate. Habits of neatness and accuracy are thus taught.

The study of language begins in the lowest grade. The pupils are taught to give their answers in complete sentences. If the teacher asks, "What can you see?" the answer is not simply, "Book," but, "I can see a book." In answer to the question, "What do you like to do?" the answer is written on the slate, "I like to play," instead of simply "Play."

Early in the course they are taught that the first word of a sentence should begin with a capital letter, and that a period should be placed at the end of the sentence. These things are impressed upon them by constant practice. A few things only are taught at a time.

In music the scale is sung by numerals and by syllables. Some songs are learned, and of necessity, by rote. Attention is paid to tone, a matter which too often has been sadly neglected. Harsh, unnatural, tones are to be avoided. This exercise can be conducted in such a manner that it becomes a great aid in the teaching of reading. Making a great noise is not regarded as singing. Soft tones in the singing lesson ought to produce soft tones in all the recitations.

Drawing is taught in order that the eye and the hand may be trained.

The child is taught in the lowest grade, many things that cannot be set forth in a course of study or in a manual for teachers. The teacher that is earnest, will find the opportunity to impress certain lessons upon the pupils. Right here is seen the need of earnest, painstaking teachers for the primary grade. In the higher grades, the pupils—if they have been well trained—know how to study. They learn from books. In the primary grade, however, the teacher is, emphatically, the school, the text-book, the source from which the little ones are to derive inspiration. Why should not the best teaching talent be demanded for the primary

schools? If we are to have any sluggish, indifferent teachers, if inexperienced persons are to experiment, let it not be in the primary school. One obstacle in the way of the success of schools in our land, is the sentiment, far too prevalent, that the poorest teachers should be placed in primary schools. When we take the ground, boldly, that the most successful teachers are to be placed in charge of these schools, we shall make an advance that will be felt in the whole school system. There are many things that appear trivial in themselves, that are of vast importance when taken in connection with the whole education of a child. The child who comes to school a few minutes late, or who is kept from school or dismissed at the request of his parents several times a week is not learning the lesson that he ought—that time is precious, that he should give his energy to his work. Whose fault is it, if in after years, he is not punctual, if he is three or five minutes behind at a time when others are waiting for him? The pupil who litters the floor around his seat with paper, who defaces the furniture of the school room or the walls of the building, is forming habits of carelessness. It is charged that the youth of to day have not that respect for older persons that they ought to have. The school is one of the many influences that can correct this evil, and the primary school especially must lay great stress upon such matters. Politeness is one of the things to be taught here. The manner of the child as he makes a request or grants a favor, as he loans or receives a book, a slate, or a pencil, his conduct towards his associates on the play ground, as he passes back and forth between the play ground and the school room, need to be watched. Careful training in these matters is as essential as it is in the studies prescribed by the School Committee. The school is only one of the many places where children are educated. Whatever is done elsewhere, the school must make prominent, instruction in morals and manners, although specific directions cannot be given in a manual. The pupils look to the teacher for an example.

We strive in the lower grades to make the exercises short. No exercise should be over fifteen minutes in length, many of them not over ten. The traditional school, where little children sat for an hour with no

change, no opportunity to rest themselves, has become a thing of the past; if there is such an one to-day, the teacher who has charge of it should at once give place to another, who is in sympathy with the little active children who attend school. In all well managed primary schools there is frequent change of exercise. If there is not this variety it is a mismanaged school. At the close of a lesson, those that have been in the class change to slate work, those that have been doing slate work take their places in the class or pass to the blackboard. Several times during the session there is a general exercise for the whole school. This general exercise may be a song, a march, an object lesson, a drawing lesson, or one of a variety of exercises, which the ingenious, enthusiastic teacher conducts. In general, no pupil is kept at one thing more than fifteen minutes at a time. Our primary schools are in session but two hours each half day. There is a recess of at least fifteen minutes during that time, rendering it impossible for the children to become weary, provided the teacher is on the alert. Is it stating it too strongly when it is said that the best teaching talent is demanded for such schools?

I have endeavored to convey some idea of the work done in the lowest grade. It is not an ideal school that I have sketched. We have in our city, primary schools that are doing this work better than I can describe. Such teachers need encouragement from citizens, not only from those who have children in the schools, but from all who have at heart the good of the community. The work of these teachers affects not only the few children in the schools but it affects every interest.

The work begun in these primary schools is continued systematically through the other grades. Language is made prominent. It is regarded as the principal study, as failures in other branches occur because pupils have not a vocabulary in which to express their ideas. In an examination in arithmetic, many failures are made because the conditions of a question are not understood. This deficiency is quite marked in the high school. Awkward, ambiguous expressions are used. It is difficult, at times, to know what a pupil means from what he says. Language well taught in the lower grades, will show its results in better recitations in algebra, natural philosophy and other high school studies.

If pupils are taught to express themselves correctly they will comprehend more readily the meaning of the printed page.

In former reports this subject has been discussed. Its vast importance demands, that it be kept constantly in mind, although what has been stated must be repeated again and again. The pupil learns to use language correctly by hearing it used correctly. The teacher that makes use of inelegant phrases, slang phrases, or ungrammatical phrases, does harm to his pupils. The teacher whose diction is chaste, elegant, refined, is a text book worthy of the pupil's study. A teacher may be familiar theoretically with the rules of syntax, and yet violate these rules in each recitation. Practice from the time a pupil enters school is needed.

In the lowest grade something of this work is done. The pupil learns that the first word of the sentence he writes begins with a capital, that a period is placed at the end of the sentence. That is enough for him to learn at first. A few things must be taught at a time, but they need to be taught in such a manner that they will be remembered. "To learn and to forget is but to weaken memory." The children soon learn the use of the interrogation point—or the question mark, as we term it—by writing their own questions. They write such sentences as, "The man lives in Boston." "We met John in the street." They learn from these, that when they write the name of a city or of a person, the first letter of that name is a capital letter. It is fixed in their minds. No rule is learned before the sentences are written. A statement is made as, "The boy is sick." It is changed to a question, "Is the boy sick?" This is slow work, very little is done at a time. It is the *constant* practice that accomplishes so much. A pupil says, "I see the man yesterday." That pupil is taught to write on the slate, "I saw the man yesterday." Other errors are treated in this way. In the higher grades the pupils make use of incorrect expressions, as, "I done it." "There was two of them." These expressions are used by pupils who can conjugate the verb do and give accurately the rule, "A verb must agree with its subject in person and number." The use of quotation marks, of the hyphen, of the apostrophe, and of other marks, are learned by using them in sentences and words where they properly belong. The formal

rules for their use are learned afterward. In the second year of the course, some of the most common abbreviations, as Mr., Dr., are used in writing. As the other grades are reached more is done in this connection. Constant attention is paid to the use and the arrangement of words in sentences, to the correction of sentences in which abbreviations and capitals are used incorrectly.

In the third year, pupils write from dictation considerably. Some work of this kind is done before reaching this grade. The teacher at first repeats short sentences, afterwards more than one sentence at a time. This the pupils write, the teacher dictating no more than can be remembered and written at once. A repetition by the teacher, of what is to be written by the pupils, is to be avoided.

Many difficulties are experienced when pupils attempt to define words. Pupils need to be taught the proper use of the dictionary, a book whose use may be beneficial or otherwise. Abstract definitions are of little use to the child. The word used as a definition in the dictionary may need defining more than the word in the reading lesson whose meaning puzzles the pupils. In the reading book used by the lowest class of the grammar schools, the words "palpable fault" occur. The pupil looks in the dictionary for the meaning of the word *palpable*, and finds that the word means "that may be felt." This of course conveys no idea to the pupil, and yet, this method of spelling and defining has been practised. It is useless for us to say that pupils ought not to read selections containing such words, for they are found in all readers. We can select from any reader corresponding in grade to the one used in our grammar schools, scores of words as difficult to define as the one quoted above. In one sentence a word has one meaning, in another sentence quite a different one. The combination of letters, f-a-i-r, making a word in constant use, depends for its meaning upon its connection with other words. When we find a word like *tendency*, the difficulty of defining is aggravated.

As we begin to teach this subject we endeavor to substitute words, that convey a meaning to the children. In one of the readers used in the lower grades is the phrase: "resided in a castle." The pupil uses

the word *lived* in place of *resided*, and reads the sentence. Older pupils consult the dictionary to find a synonym for a word. They find several, and are at a loss to know which one to use. Can we expect the younger ones to derive much benefit from spelling a word like *draught* and saying that it means *portion*? The meaning of words is shown by their use in sentences. In all grades pupils write in their own language, selections from their readers and from other books. Sometimes there is a tendency to use the exact words of the book, but practice enlarges the vocabulary. In the grammar schools poetry is changed to prose.

Letter writing is begun in the third year and continued through the course. Attention is given to details, such as date, place, address, signature, manner of folding, place of stamp. In the examinations this subject is kept in view. Rates of postage and other topics connected with the railway service are considered in this connection.

In the seventh and eighth years, notices of meetings to be held, advertisements, reports of meetings, news items, are written. Original examples in arithmetic are written in full, the teacher making suggestions. In history and geography, paragraphs are read. The pupils then frame questions, based upon those paragraphs. In each grade false syntax is corrected. In the eighth grade a text-book—Swinton's Language Lessons—is used; the ninth grade uses Swinton's English Grammar. The parts of speech are learned before the text-book is studied. The plan of the work in this branch of study is based upon the idea that if a pupil knows a thing he can state it in writing.

Reading and spelling are regarded as divisions of the subject of language. Monroe's First Reader is prescribed as the reading book of the first year. For the past two years, additional books have been used. Before commencing the second reader, as many as six other books of corresponding grade or papers and magazines are read.

The subject of reading was considered at length in the reports of the last two years.

The spelling lessons are written. We trust there is none of that style of spelling, that allows one scholar to *guess* at a word several times and another profiting by the failures of the first one to *guess* differently.

Pupils should see the new words written correctly and hear them spelled correctly. Hence, a few words are learned at a time. These words are used in many ways. They are written on slates and on the board, used in sentences as much as possible. Words that are not to be used again, as well as those that suggest no idea to the pupils are to be avoided. The pupils, noticing the correct spelling of words are not compelled to guess so much. Guessing at the spelling of words works an injury. A child is less inclined to be accurate if he indulges in this practice, and he is still less inclined, if he sees misspelled words or hears them misspelled. No master mechanic shows an apprentice a bungling piece of work, in order to teach that apprentice how to become a good workman. It is by examining good work and trying to imitate such that he becomes skilful in the use of tools. The principle is a correct one. Applied to the subject under consideration, it leads us to teach a few words at a time, to insist upon the constant and correct use of these words.

In geography, the text-book is begun in the fifth grade. There are doubts regarding the advisability of its use below the sixth grade. The text-book in this branch is studied sometimes while the pupil should be reading, writing, spelling and ciphering. Oral lessons are given in the lower grades. Hills, brooks, springs, rivers, islands, divisions with which pupils are familiar, form subjects for these lessons. The lessons are illustrated by local references. There are lessons upon articles of merchandise, such as are found in the stores. Direction is one of the first things taught, as it is one of the most important. The points of compass need to be well understood, the divisions of the earth can be learned afterwards. Plans of the school room are drawn, the pupils learn the direction of the teacher's desk from the stove or from the desk of one of the pupils. Maps are drawn of the school house yard and neighboring streets. Upon these maps the points of compass are indicated and also the direction of the streets, the direction of the school house from the homes of pupils, the location of churches, stores and the post-office, and the directions pupils travel in going to school and returning to their homes.

Trees, plants and animals are studied, those that the children have seen being used for illustration.

Some facts relative to the city are taught. Is it on the sea-shore, or on a river, on a hill or in a valley, is it situated in a commercial, a manufacturing, or an agricultural section? What are the occupations of the people? Then the same thing relative to the county or state. Important points are to be considered. Too many facts are not to be presented at once.

Natural divisions of land and water are next considered, but not abstractly. The pupils are not asked to define what they have not seen, that of which they have no definite idea. They have seen islands and peninsulas in the brooks by which they have played. They have drank from springs, dipped water from brooks, climbed hills, run in valleys, been at picnics by ponds and lakes. They are prepared to talk of these things, to locate them on their maps or represent them on the moulding boards.

Towns and cities near the one in which they live are next in order. Each pupil knows something of some other town. He has been in Ashby, Lunenburg, Leominster, Clinton or Lowell. Something is learned of the productions of the locality in which we live. Some teachers make this one of the most instructive topics in the course. The products of neighboring farms are found in the stores. In the stores, also, are the products of other states and of other countries. Corn, wheat, rice, tea, coffee, apples, oranges, lemons, are subjects for lessons. The shipping lists in the papers are used to advantage, further along in the course, in connection with the lessons of the text-book. Some teachers teach more facts than others. In this branch of study more than in some others, it is difficult to determine just what to teach and what to omit. Of course, we say, it is useless for the pupils to memorize, so that they can state the exact population of Pekin, or of Paris, or to tell just where any particular line crosses the equator. It is a question, however, whether in some cases we may not go too far in the other direction and confine ourselves too much to generalities. In the eighth grade especially, geography is studied in connection with history. It is worth

little for a pupil to know that a certain place is situated upon a certain parallel of latitude unless that fact has something to do with the interests of that town. The bare fact that Liverpool is situated in England, on the Mersey river, between the fifty-third and fifty-fourth parallels of latitude, three degrees west of London or Greenwich, is nothing in itself, neither is it of much importance to know that Paris is on the Seine, two and a half degrees east of Greenwich and forty-nine degrees north of the equator. Such facts are of little account unless we know something of the industries or the history of those places. If the location is the only thing to be learned, the pupils might as well learn the location of any unimportant town in Massachusetts or California.

Map drawing is practiced to some extent in all grades.

A text-book in United States history is used in the eighth and ninth grades. Previous to the use of the book there is much oral instruction. Many books are read, such as Higginson's *Young Folks' History of the United States*, and *Boys of '76*. A mass of dates is not required.

Singing is not taught for mere pleasure. It is one of the practical branches of studies. It is a good means of discipline. What branch of study in the curriculum has a more extended influence upon the homes of the people? It is emphatically the study that has its influence upon the fireside. Other branches affect more particularly the affairs of the counting room, the lawyer's office, the printing office, the legislative assembly, the platform, the factory, and the thousand busy places in this busy world, but this study contributes, as has been well-said, to those desired results of our public schools—"Worthy citizenship and contented, virtuous homes." It will not answer to say that it is a good thing in its place, but it must not be taught in the public schools. The great majority of children gain all their knowledge of this branch in the public school. They cannot learn it elsewhere, and if they could, its importance is such, its influence upon citizenship is such, as to demand that each pupil be instructed in the rudiments. It has an influence, far-reaching. Children will sing, and if they do not learn suitable songs at school, they will learn other songs elsewhere. Let them learn those that have a refining influence, rather than low and coarse ones. The low,

coarse songs of the street will, in a great measure, disappear when suitable ones are learned at school. Let the children in the schools learn to sing songs of love, of gladness, of hope, and there will be less desire on the part of some of them to spend so much time in haunts of vice. The songs learned in school give tone to a child's moral character. These songs promote love of truth, order and virtue.

The extent to which it should be carried in public schools, and the attention that should be given to it as a *science*, are debatable questions. There is great danger that the *science* of music may be studied to such an extent that we shall lose sight of the fact, that the mass of children ought to be taught to sing readily, simple pieces.

Drawing is taught in all grades. The special teacher, who visits each school once in two or three weeks, has furnished the following, as indicating the course pursued in this branch :—

DRAWING.

Before laying out a course of work, it is necessary to consider the object for which that work is pursued, in order to assist us to obtain the desired results. Therefore in submitting this report we beg leave to present a few ideas in regard to the objects of this branch of education.

When we speak of drawing in public schools, to the popular mind it signifies something artistic, or ornamental, and not practical knowledge that will be used in every-day life, but something that requires special gifts, and at best is of use to but few. Our studies in the public schools must be those that will best fit the masses for adult life, regardless of any particular trade or occupation. It is not expected that we are going to make artists any more than arithmetic is introduced with the idea of producing celebrated mathematicians. Is there any position in life, where an educated eye and cultivated tastes will not make their work of a higher order, the same as a farmer, who understands accounts, can conduct his business more successfully?

Finally, let it be distinctly understood that picture making, as such, has no place whatsoever in the public schools, but must be taught at

special schools or by private instruction. The true object of drawing in public education is to develop accuracy of perception, as observation, form, size, position and color ; to exercise the imagination ; to cultivate a love of order ; to nourish originality ; to aid in the pursuit of other studies, as geography and natural history ; and to enable them to appreciate the beautiful, thereby tending not only to help them pecuniarily by making more skilful workmen, but also to enable them to find more real pleasure and profit in studying the works of nature. Even if a child never takes a pencil in his hand after leaving school, he has by his practice pursued in this branch, unfolded those subtile qualities, which will enable him to lead a higher, a nobler, and a purer life.

In order to obtain the above named results, it is not only necessary for pupils to copy figures, but a variety of exercises must be introduced, viz.: copying in reduced proportions figures drawn on the board ; increasing in size printed copies ; drawing entirely from the verbal description by the teacher ; drawing from memory without any copy ; designing, where the children use their inventive faculties by originating form, or rearranging given forms ; geometrical drawing, to give them precision as well as to teach the names of lines, angles, triangles, etc. ; object drawing, to teach them to see things as they appear.

The first two years the work is entirely done on slates and on the blackboard. The lessons for these two grades are arranged and printed by the drawing teacher and sent to their respective teachers each month.

FIRST YEAR.

In the first year we introduce blackboard dictation and memory drawing ; also a little idea of symmetrical arrangement ; the terms of position, as right, left, etc., the names of lines, angles, etc. ; but not any definitions. The first year it is not expected that the drawing will present a very inviting appearance ; the principal object of our work here is to teach the children to test the length of lines, (using only whole inches) and a few simple geometrical terms merely to prepare us for the coming work ; it is a wrong idea to expect very true lines ; however, it is of the greatest importance from the very first, that the pencils the children use

are at least three inches long and well pointed. I think it would be rather discouraging for us to attempt to do good work with stubs that were never sharpened and only an inch in length. This is equally true of all slate work.

SECOND YEAR.

This year the same line of work is given, only somewhat more advanced, and with the expectation of being much more exact.

THIRD YEAR.

This year we commence to draw on paper ; with this exception, the work is very much the same. Of course better original arrangement is expected.

FOURTH YEAR.

We have no particular new feature here, the work being only a gradual development of the previous year's work. The children now begin to get where they can handle compasses to assist them in designing. In all our original work, we allow them to avail themselves of any mechanical means, as the principal object is the most beautiful original design they can produce ; and as an imperfect drawing will not show its full beauty, we allow them to make it any way they can get the most accurate results.

FIFTH YEAR.

Same ; more advanced.

SIXTH YEAR.

This year we commence to adapt leaves and simple flowers to our designs, studying carefully the symmetry of nature.

SEVENTH YEAR.

We now begin plane geometrical drawing with compasses. This is of the greatest importance, as it not only teaches them to be accurate,

but acquaints them with those pure forms which lie at the foundation of every design, and upon which nature has constructed all her works from the lowest to the highest orders. We also introduce drawing objects from copies, a preparatory step to drawing from the objects themselves.

EIGHTH YEAR.

Same ; more advanced.

NINTH YEAR.

We take up model drawing from objects representing things as they appear and not as they really are ; for example a circle appears as such only when held squarely in front ; in any other position it does not appear as such ; in model drawing, what we wish to teach is to see objects as they *appear*.

As before stated, drawing from dictation, memory and designs are continued through all grades.

HIGH SCHOOL.

The high school course is divided into two departments—Mechanical and Freehand.

FOURTH CLASS FREEHAND.

The first year is spent in perspective drawing (the science of appearances), the principle of which must be used in the representation of the simplest objects. We also continue outline model drawing—application of perspective principles.

FOURTH CLASS MECHANICAL

Plane geometrical problems—solid geometrical problems and simple machine details from the blackboard.

THIRD CLASS FREEHAND.

The second year we commence to apply light and shade to our objects, using the medium most easily handled, viz., charcoal. They first lay flat tints, then graded ones, to get a little facility in handling their materials. The teacher works on a large scale at the blackboard, and also brings to the class, drawings of the same made by him out of the class. This is the plan on which all the high school work has been conducted, this year, the whole class making the same thing at the same time. Although it is no small task to prepare drawings for seven classes per week, yet much more satisfactory results can be obtained than by the method formerly pursued, of letting them do individual work, where a teacher will be giving instruction in as many subjects, or objects, as there are pupils in the class, these having about two minutes for each in place of fifty. After having had the practice in laying flat and graded tints, we next take up simple objects to shade, drawing the different parts of flowers and making original designs from them.

THIRD, SECOND AND FIRST CLASSES MECHANICAL.

Solid geometrical problems. Machine drawing and building construction from the blackboard and also from measurement.

SECOND CLASS FREEHAND.

Light and shade from models and casts. Color, theory and harmony of proportions from diagrams. Historic ornament in color. Analysis of plant and original design in color, from the same.

FIRST CLASS.

Light and shade in charcoal and color. Flower analyzed and painted, and an original design for some manufactured article from the flower.

S. H. ADAMS, *Teacher.*

A special teacher of writing has been employed for a number of years. For some time the instruction in this branch was confined to the grammar and the intermediate schools, the special teacher visiting these classes twice a week. Four years ago, the secondary schools and some of the ungraded schools were added to this list. Since the beginning of the last term the special teacher has visited all grades below the high school, giving a lesson in some grades each week, in others once in two weeks. In the schools there are two distinct kinds of writing—one the regular, systematic drill of the copy book, the other the written work done in connection with the various studies. One of the most difficult points to settle in the whole course of study is the amount of time to be given to this branch, and the proper division of the time.

Drill in the copy books is needed in order to secure good habits of pen-holding and position of the body. This is slow work. While the pupils, under the eye of the teacher, are writing in their copy books, they pay more attention to position, slope of letters and neatness of the books, than when they are writing an exercise in language or geography. In the latter case, they are thinking of the expression, of the formation of sentences, of a variety of subjects, and while thus absorbed pay less attention to form. The object of the copy book drill is to train the pupils to habits that will aid them in the various written exercises. This was the reason for introducing systematic work into the lowest grades.

The drill that is given the pupils in these lowest grades ought to make them careful in their slate work as well as in all their exercises. In the lowest grades the plan is to give a short lesson of ten or fifteen minutes each half day, using either the slate or the book; in the fourth, fifth and sixth grades a daily lesson of twenty minutes or a half-hour is given, and in the higher grammar classes the exercises are less frequent. This is for regular drill. In all the grades there is each day some other work. The primary classes copy upon their slates short sentences from the board or from reading books. As they go higher, their spelling lessons are written; examples from the arithmetic are copied, and frequently the explanations are written in full. Spelling blanks are used, also various

kinds of blank books into which are copied work in arithmetic and geography. These spelling blanks and exercise books can be examined at the close of a term. These and not the regular copy books should be exhibited whenever there is a display of the written work of the pupils. In some of the higher classes of the grammar schools there is not much work done in copy books, so much time being required in other written exercises. The teachers, however, endeavor to make, in all these exercises an application of what has been taught previously.

Arithmetic in some form is taught in each grade. The terms written and mental arithmetic are used sparingly. The principles involved are the same, whether the work is done "in the head" or on the slate or the blackboard. In all written arithmetics there are examples that should be performed mentally, in all mental arithmetics there are examples that the average pupil ought not to be required to perform without the slate and pencil. Such examples can be wrought as we say, mentally, but it is not a judicious use of time. Many of the problems in the algebra can be solved without using the pencil, but there is something to be considered besides obtaining answers. Pupils can be trained to perform their examples in such a way as to excite the applause of the listeners. An apprentice in the machine shop can—by practice—strengthen the muscles of his arm so that he can lift a very heavy weight, or he can train himself in athletics so as to be able to jump higher or run faster than any other person in the works, yet such exercise does not make him a first-class workman. Wonderful feats of intellectual or physical gymnastics are not what is needed by the average boy or girl. It is good steady work that is needed, such as will fit the pupils for the labor of manhood and womanhood. Pupils of twelve years of age have worked upon examples requiring the strength of mature minds. Examples, to solve which the discipline of trained mathematicians is needed, have been inserted in mental arithmetics for pupils in grammar schools to solve.

We need not heed this distinction between written and mental arithmetic. In all the work two things are to be kept in view: *accuracy* and *rapidity*. We care nothing for puzzles. In arithmetical operations

small numbers are used. It is better for the child to add three and two readily, than to add eight and nine and be obliged to count his fingers in order to obtain the result.

In teaching subtraction, numbers below ten are used. Nothing is said of borrowing or carrying until the pupils are familiar with the operations.

Multiplication is begun by counting in groups, as two marbles, four marbles, etc. The abstract tables are learned afterwards, repeated orally and also placed upon the slate. The division tables are taught in connection with the multiplication tables. Examples in multiplication are performed on the slate, with two figures in the multiplicand, one in the multiplier, no product to exceed nine; next the left-hand product may exceed this, and finally each product may be ten or more. This kind of practice makes pupils familiar with the process before they hear anything about carrying, etc. Definitions come after processes are learned. The pupils need to understand what is required. If the conditions of a question are such as to require the answer to be in lemons, it is a blunder to give it in cents, and yet this is exactly what is done by scholars studying mental arithmetic. The conditions of the question must be clearly understood. A pupil that gives as an answer eight cords when it should be eight dollars, is not studying arithmetic to good advantage. In a simple example like this, "If a horse travel 7 miles an hour, in how many hours can he travel 28 miles?" it is not uncommon for a pupil, after spending some time in the solution, to say, "Therefore," etc., and close by stating the result in miles. How to avoid this loose method is a question our teachers attempt to meet. Oftentimes the pupils are required to work the examples by themselves and write the answers in words before giving oral solutions.

It should be stated that in notation and numeration, small numbers are used. Pupils are not required to read trillions or to work examples containing large numbers. These can be read later. The use of the period that separates dollars and cents is taught early in the course. Numbers representing dollars and cents can be added as easily as any numbers.

The terms numerator, denominator, terms of a fraction, integral numbers, are not used until there has been work involving such terms. The pupil that can add two and three will soon learn that one-half of four is two and one-half of six is three, although he may not write the expression that denotes one-half. He has in his mind the idea which is of more value than a certain expression. The definition follows, not precedes the idea. Three times one-seventh are three-sevenths; the rule for the multiplication of a fraction by a whole number is not required until such examples are wrought. Other subjects are taught in the same way.

So much depends upon decimal fractions that a great deal of time is spent upon this subject. The incorrect use of the decimal point is the occasion of many errors in arithmetical operations. "Pointing off" is annoying. A vast amount of labor is devoted to teaching the correct use of the decimal point. Pupils that can read quite readily such expressions as $\frac{204}{100000}$ or $\frac{101}{100000}$, hesitate when the expressions .00204 or .0102 are given them to read. This is not unfrequently the case with those who have studied decimal fractions for a long time. With this in view, common fractions are written and changed to decimals.

Tens are called tenths, thousands are called thousandths. To avoid this the fractions are written in words. The teacher that is painstaking in these matters is doing a good work for the higher grades.

Bills are made out, orders and receipts are written. Blank forms are frequently used for such purposes. In this way pupils become familiar with some of the methods used by business men.

In the higher grades of the grammar schools, many examples are wrought mentally. Examples are written upon the board, or dictated by the teacher for the pupils to copy. Arithmetical cards of various kinds are used. A great deal of the work of mental arithmetic that was done formerly in the third, fourth and fifth years is now done in the eighth and ninth grades. The lower grades cipher more than formerly.

Percentage is studied in the seventh and eighth grades. It is expected that pupils in these grades shall be able to reckon the interest upon a note, or to make out a bill properly, allowing a certain per cent.

discount if the bill is paid in thirty, sixty or ninety days, in short, to perform such arithmetical operations as business men are required to perform daily. In the ninth grade, which is the highest grade of the grammar school, the work of previous grades is reviewed in connection with the advance work. Many topics can be treated more fully in this grade, than they could be in the lower grades.

Cube root, arithmetical progression, duodecimals and some other subjects, once regarded as essential, are not studied by every class. Those that pass into the high school have an opportunity to study these subjects. Those that do not go beyond the grammar school can occupy their time with something else to better advantage. The school life of a great many ends with the grammar school. It is therefore essential that some unimportant topics be omitted.

I have attempted to outline, in brief, the work that grades below the high school are doing, and some of the methods used in the work. We are endeavoring to use the best methods at our command. We feel that there is much for us to learn. We hope to improve upon the methods now in use, discarding the old ones, as better ones present themselves. This does not imply, however, that every new plan is to be tried. The teachers of this city are striving to use such methods, both old and new, as will be for the best interest of the pupils. They do not decry methods because they are old, or rush to others because they are new.

It is not for us to judge of the results obtained in the schools. Others must do that. The real work of the schools cannot be set forth in any report. There is much labor performed by an earnest, faithful teacher that cannot be known. The influence of such a teacher is felt in all grades of schools, and in the after life of the children.

This report would not do justice to the teachers were there no reference to the Teachers' Association. This organization—a voluntary one—has existed for more than two years. It meets once a month in term time. The teachers are entitled to great credit in sustaining it. It has done good service for the schools. We have reason to hope that it will accomplish much in the future.

There are influences outside of the school room affecting the progress of pupils. Many forces are at work. The home training is seen in the work of the school room. The way in which the time of the pupil out of school is spent has much to do with this work. That time may be so spent as to be very demoralizing to pupils, unfitting them for their daily tasks. Mentally and physically the pupil is weakened or strengthened by the books he reads outside, by his companions, by his conversation at home, on the street, on the play ground. Thus the school is only one of the many influences tending to shape character. We are too much inclined to speak of the school as the only agent at work moulding the character of youth. The fact that a boy or girl, a young man or a young woman has attended this school or that school, has graduated from this college or that college, does not of itself imply that his education is good or poor. We lay too much stress upon this. Pupils begin to attend school at the age of five. The majority do not attend after they are fourteen. Under the most favorable circumstances the child is at school a little more than half the days of the year. The school, however, is responsible for much, and each and every person in any way connected with the management of schools must be made to feel that responsibility. The schools should work in harmony with other influences.

With the hope that we may all labor for the best interest of the youth in our schools, this report is respectfully submitted.

JOSEPH G. EDGERLY,

Superintendent of Schools.

Fitchburg, Mass., December 20, 1880.

TABLE SHOWING THE ATTENDANCE

FOR 1880.

| | AV. NUMBER BELONGING. | AV. DAILY ATTENDANCE. |
|----------------------|--------------------------|--------------------------|
| High School, - - - - | 143 - - - | 137.8 |

GRAMMAR SCHOOLS.

| | | |
|------------------------------------|-------------|-------|
| High Street, 5 divisions, - - - | 205 - - - | 188.4 |
| Day Street, 6 divisions, - - - | 237.7 - - - | 217.4 |
| West Fitchburg, 2 divisions, - - - | 69.3 - - - | 59.8 |

INTERMEDIATE SCHOOLS.

| | | |
|------------------------------|------------|------|
| High Street (A), - - - - | 45.5 - - - | 41.6 |
| High Street (B), - - - - | 45.1 - - - | 41.1 |
| Day Street, - - - - | 41.7 - - - | 37.5 |
| South Street, - - - - | 50.6 - - - | 44.7 |
| Middle Street, - - - - | 61 - - - | 54 |
| South Fitchburg (A), - - - - | 27.4 - - - | 24.6 |
| Rockville, - - - - | 23.7 - - - | 21.9 |

SECONDARY SCHOOLS.

| | | |
|--------------------------|------------|------|
| High Street (A), - - - - | 47.5 - - - | 41.8 |
| High Street (B), - - - - | 43.7 - - - | 38.5 |
| Day Street (A), - - - - | 41.6 - - - | 38 |
| Day Street (B), - - - - | 48.6 - - - | 43.4 |
| South Street, - - - - | 48 - - - | 43 |
| Middle Street, - - - - | 48.6 - - - | 37 |
| South Fitchburg, - - - - | 31.1 - - - | 27.8 |
| East Street, - - - - | 45 - - - | 42 |
| Rockville, - - - - | 33.7 - - - | 28.4 |

PRIMARY SCHOOLS.

| | | | | | | | | |
|--------------------|---|---|---|------|---|---|---|------|
| High Street (A), | - | - | - | 42 | - | - | - | 39.3 |
| High Street (B), | - | - | - | 48.2 | - | - | - | 39.6 |
| Day Street (A), | - | - | - | 38 | - | - | - | 34.4 |
| Day Street (B), | - | - | - | 41.5 | - | - | - | 35.7 |
| South Street (A), | - | - | - | 51.9 | - | - | - | 42.2 |
| South Street (B), | - | - | - | 55.7 | - | - | - | 46.3 |
| Middle Street (A), | - | - | - | 46.2 | - | - | - | 39.3 |
| Middle Street (B), | - | - | - | 51 | - | - | - | 47 |
| East Street, | - | - | - | 47 | - | - | - | 39.8 |
| School Street, | - | - | - | 54.3 | - | - | - | 45.1 |

UNGRADED SCHOOLS.

| | | | | | | | | |
|-----------------|---|---|---|------|---|---|---|------|
| Mt. Elam, | - | - | - | 10 | - | - | - | 7.7 |
| Woodbury, | - | - | - | 21.7 | - | - | - | 18.8 |
| Wachusett, | - | - | - | 49 | - | - | - | 44 |
| West Fitchburg, | - | - | - | 45.4 | - | - | - | 39.4 |
| Dean Hill, | - | - | - | 14 | - | - | - | 12.5 |
| Joel Page, | - | - | - | 7 | - | - | - | 6.5 |
| Caswell, | - | - | - | 9.2 | - | - | - | 6.8 |
| Pearl Hill, | - | - | - | 23.1 | - | - | - | 18.5 |

| | | |
|--------|--------|--------|
| Total, | 1993.0 | 1771.6 |
|--------|--------|--------|

The attendance at the South Fitchburg intermediate (B) school is reckoned with the Middle street intermediate. The two primaries on School street are reckoned as one school.

APPENDIX.

REPORT OF PRUDENTIAL COMMITTEE.

EXPENDITURES.

TEACHING HIGH SCHOOL.

| | |
|-------------------------|------------------|
| Paid Ray Greene Huling, | \$1,500 00 |
| Albion N. Marston, | 1,000 00 |
| Benjamin F. Brown, | 675 00 |
| Charles A. Hamilton, | 245 00 |
| E. Adams Hartwell, | 800 00 |
| Ernest P. Miller, | 90 00 |
| Ellen W. Beane, | 555 00 |
| Myra B. R. Miller, | 45 00 |
| | <hr/> \$4,910 00 |

TEACHING HIGH STREET GRAMMAR SCHOOL.

| | |
|-----------------------|------------------|
| Paid Lewis Parkhurst, | \$675 00 |
| Frank P. McGregor, | 325 00 |
| Alice F. Hayes, | 400 00 |
| Alice Miller, | 400 00 |
| Georgie A. Higgins, | 400 00 |
| Addie Damon, | 359 75 |
| | <hr/> \$2,559 75 |

TEACHING DAY STREET GRAMMAR SCHOOL.

| | |
|-------------------------|------------------|
| Paid Justus K. Jillson, | \$675 00 |
| Benjamin F. Brown, | 325 00 |
| Ellen E. Armes, | 390 00 |
| Mattie E. Goodrich, | 400 00 |
| Addie Goodrich, | 400 00 |
| Clara A. Woodbury, | 350 00 |
| Emma L. Lane, | 400 00 |
| Cora I. Wheeler, | 40 00 |
| Carrie E. McMaster, | 7 50 |
| | <hr/> \$2,987 50 |

TEACHING WEST FITCHBURG GRAMMAR SCHOOL.

| | |
|-------------------------|-------------------|
| Paid Charles K. Sawyer, | \$800 00 |
| Abbie A. Whittemore, | 400 00 |
| | <hr/> \$1,200 00 |
| | <hr/> \$11,657 25 |

TEACHING COMMON SCHOOLS.

| | |
|-----------------------|----------|
| Paid Addie H. Chase, | \$380 00 |
| Clara D. Hosmer, | 400 00 |
| Lizzie M. Nolan, | 400 00 |
| Winnifred Marvle, | 370 50 |
| Anna W. Ticknor, | 380 00 |
| Sara J. Barber, | 380 00 |
| Nellie E. Wallace, | 368 75 |
| Lucy A. Hayward, | 380 00 |
| Elizabeth W. Osborne, | 380 00 |
| Edna M. Lowe, | 380 00 |
| Bertha A. Graves, | 338 75 |

| | |
|-----------------------|-------------------|
| Lizzie A. Howland, | \$142 50. |
| Kate E. Dunn, | 134 75 |
| Nellie C. Bates, | 374 75 |
| Etta F. Willard, | 113 75 |
| Alice Abbott, | 195 20 |
| Mary P. Arnold, | 104 00 |
| Carrie E. McMaster, | 193 00 |
| Issie H. Gilchrest, | 347 75 |
| Lulu M. Bagley, | 380 00 |
| Phebe M. Blanchard, | 368 60 |
| Jennie M. Connor, | 368 75 |
| Josephine Reynolds, | 380 00 |
| S. Ada Blood, | 380 00 |
| M. Lizzie Kimball, | 370 50 |
| Hattie A. Smith, | 380 00 |
| Etta A. Jillson, | 380 00 |
| Mary E. Gallagher, | 380 00 |
| Mary A. Barnes, | 359 75 |
| Nancy R. Phillips, | 361 00 |
| Helen E. Woodbury, | 332 50 |
| Clara L. Tenney, | 380 00 |
| Anna A. Carleton, | 105 00 |
| Ella F. Caswell, | 294 50 |
| Mary E. Whittemore, | 380 00 |
| Kate E. Gallagher, | 359 75 |
| Cora I. Wheeler, | 24 00 |
| Lizzie A. H. Sleeper, | 104 00 |
| Hattie M. Delahanty, | 15 00 |
| Ianthe E. Stetson, | 218 50 |
| Alice M. Townsend, | 228 00 |
| Lillian Rose, | 22 50 |
| Clara M. Hill, | 60 00 |
| | ————— \$12,396 05 |

TEACHING SINGING.

| | | |
|--------------------------|----------|----------|
| Paid Eugelia M. Whitney, | \$337 50 | |
| Lillian C. Lane, | 137 50 | |
| | <hr/> | \$475 00 |

TEACHING DRAWING.

| | | |
|------------------------|----------|----------|
| Paid S. Herbert Adams, | \$567 50 | |
| | <hr/> | \$567 50 |

TEACHING PENMANSHIP.

| | | |
|---------------------------|----------|----------|
| Paid Nellie F. Livermore, | \$594 00 | |
| | <hr/> | \$594 00 |

TEACHING EVENING DRAWING SCHOOL.

| | | |
|------------------------|---------|----------|
| Paid S. Herbert Adams, | \$96 00 | |
| Eliot L. Caldwell, | 96 00 | |
| S. Carrie Fessenden, | 19 00 | |
| | <hr/> | \$211 00 |

TEACHING COMMON EVENING SCHOOL.

| | | |
|-----------------------|---------|----------|
| Paid J. Warren White, | \$70 50 | |
| Mary F. Aldrich, | 46 00 | |
| E. L. Battles, | 44 00 | |
| Anna A. Carleton, | 19 50 | |
| | <hr/> | \$180 00 |

SUPERINTENDENT OF SCHOOLS.

| | | |
|-------------------------|------------|------------|
| Paid Joseph G. Edgerly, | \$1,800 00 | |
| | <hr/> | \$1,800 00 |

FUEL AND CARE OF SCHOOLS.

| | | |
|--|------------|------------|
| Paid W. F. Young, coal, | \$993 43 | |
| Garfield & Proctor, coal, | 37 82 | |
| F. E. Fairbanks, coal, | 8 00 | |
| Sundry persons, wood and cutting, | 1,025 07 | |
| Sundry persons, care of school houses, | 1,481 61 | |
| | <hr/> | |
| | \$3,545 93 | |
| Less received of Mial Davis, for wood, | 7 00 | |
| | <hr/> | \$3,538 93 |

REPAIRS OF SCHOOL HOUSES.

| | | |
|---------------------------------|------------|------------|
| Paid Wetherbee & Derby, masons, | \$212 55 | |
| S. S. & G. A. Lawrence, masons, | 43 50 | |
| Homer Richmond, carpenter, | 777 42 | |
| Lucius Aldrich, carpenter, | 19 91 | |
| C. A. Priest, lumber, | 67 75 | |
| Mial Davis, lumber, | 5 41 | |
| S. P. Durant, painter, | 229 53 | |
| G. W. Hurd, painter, | 20 23 | |
| John P. Sabin, painting tower, | 11 79 | |
| G. B. Knowlton, hardware, | 25 16 | |
| A. B. Lawrence & Co., hardware, | 17 32 | |
| I. C. Wright, hardware, | 79 55 | |
| C. K. Sawyer, repairs, | 1 18 | |
| Wm. Edwards & Co., slaters, | 23 69 | |
| W. H. Grout, repairs, | 16 85 | |
| | <hr/> | |
| | \$1,551 84 | |
| Unexpended, | 525 78 | |
| | <hr/> | \$2,077 62 |

CONTRA.

| | | |
|--------------------------------|----------|------------|
| Balance on hand Nov. 30, 1879, | \$77 62 | |
| Appropriation, | 2,000 00 | |
| | <hr/> | \$2,077 62 |

SCHOOL INCIDENTALS.

| | |
|--|---------|
| Paid George Robbins & Co., supplies, | \$21 49 |
| St. Bernard Total Abst. Society, stove and pipe, | 8 00 |
| Lyman Patch, school furniture, | 52 22 |
| Parks & Carpenter, piping, &c., | 34 34 |
| Burke & Johnson, piping, &c., | 11 35 |
| G. B. Knowlton, hardware, | 46 24 |
| I. C. Wright, hardware, | 2 85 |
| C. M. Converse, stoves, fixtures, &c., | 33 17 |
| S. P. Durant, slating black boards, | 27 63 |
| Henry McElwin, slating black boards, | 192 50 |
| J. G. Edgerly, sundries, | 34 97 |
| W. H. Grout, sundries, | 2 00 |
| L. Sprague & Co., school furniture, | 93 60 |
| Putnam Machine Co., supplies, | 45 28 |
| Fitchburg Savings Bank, rent, | 66 67 |
| • John Rowley, carrying school children, | 65 00 |
| A. S. Farwell, carrying school children, | 15 00 |
| Fitchburg Gas Co., gas, | 50 70 |
| J. M. Peck & Co., horse hire, | 26 00 |
| J. A. Battles, horse hire, | 15 50 |
| A. F. Whitney, truant officer, | 100 00 |
| H. F. Rockwell, chemicals, | 89 64 |
| C. A. Priest, lumber, | 4 63 |
| J. F. Bruce, school furniture, | 4 88 |
| Jubb & Bascome, brooms, | 10 50 |
| Sundry persons, cleaning vaults, | 14 25 |
| Sundry persons, jobbing, | 11 27 |
| S. Herbert Adams, for chemical department, | 3 62 |
| G. B. Proctor, sundries, | 30 62 |
| W. Heywood Chair Co., chairs, | 31 25 |
| Mutual Boiler Insurance Co., insurance, | 37 50 |
| E. L. Caldwell, supplies, | 4 35 |

| | |
|--|------------------|
| Paid Lucius Aldrich, supplies, | \$10 00 |
| J. L. Hammett, desks, | 78 90 |
| A. G. Whitcomb, desks, | 80 55 |
| Joseph Farrar, labor, | 8 00 |
| C. W. Hill, repairs, | 37 04 |
| J. F. Chaffin, tuning piano, | 16 00 |
| T. F. & W. P. Guy, school supplies, | 3 71 |
| James H. Fairbanks, clocks and repairs, | 27 25 |
| Andrew Whitney, rent for evening school, | 67 50 |
| D. B. Brooks & Co., ink, | 21 00 |
| W. G. Hayes, enumerator, | 31 13 |
| John Gallagher, enumerator, | 36 00 |
| Thomas C. Upton, enumerator, | 24 75 |
| W. J. Walker, water, | 3 75 |
| W. H. Baker, | 1 27 |
| B. W. West, repairing wheelbarrow, | 2 50 |
| S. W. Galpin, keys, | 2 00 |
| Lewis Chemical Co., ink, | 3 00 |
| E. G. Pool, irons, &c., | 1 05 |
| Brownell & Mason, repairing faucet, | 1 75 |
| Jane Kinsman, cleaning rooms, | 8 00 |
| | <hr/> \$1,652 17 |

CONTRA.

| | |
|--|------------------|
| Balance Nov. 30, 1879, | \$2 17 |
| D. M. Dillon, old boiler, | 35 00 |
| J. G. Edgerly, sundries, | 9 58 |
| Appropriation, | 1,200 00 |
| Mutual Boiler Insurance Co., refunded, | 3 75 |
| Overdrawn, | 401 67 |
| | <hr/> \$1,652 17 |

DAY STREET SCHOOL HOUSE IMPROVEMENT.

| | |
|--|------------------|
| Paid S. S. & G. A. Lawrence, masons, | \$498 35 |
| Charles Gerry, stone mason, | 33 25 |
| Albert Riggs, labor, | 6 00 |
| Carter & Remick, carpenters, | 15 00 |
| S. W. Galpin, keys, etc., | 5 80 |
| S. P. Litchfield, stone, | 48 00 |
| G. W. Holman, labor and sundries, | 294 38 |
| Heywood, Wilson & Co., pipe, | 15 84 |
| C. A. Priest, lumber, | 320 30 |
| George Robbins & Co., supplies, | 672 91 |
| I. C. Wright, supplies, | 146 80 |
| J. D. Bickford & Co., painting, | 118 94 |
| Lucius Aldrich, labor and nails, | 157 35 |
| A. B. Lawrence & Co., cement and hardware, | 150 43 |
| E. A. Goodrich, brick, | 293 00 |
| M. Davis, lumber, | 42 03 |
| H. M. Francis, plans, | 78 00 |
| Highway Department, | 27 63 |
| | <hr/> \$2,924 01 |

SCHOOL BOOKS TO BE SOLD TO PUPILS.

| | |
|--------------------------------------|----------|
| Paid Ivison, Blakeman, Taylor & Co., | \$447 88 |
| Thompson, Brown & Co., | 173 97 |
| Pattee, Ainsworth & Co., | 94 50 |
| Boston School Supply Co., | 263 33 |
| William Ware & Co., | 140 21 |
| J. G. Edgerly, | 29 20 |
| J. H. Butler & Co., | 13 13 |
| Clark & Maynard, | 63 00 |

| | |
|------------------------|------------------|
| Paid L. Prang & Co., | \$147 20 |
| Nichols & Hall, | 4 99 |
| Harper Bros., | 68 80 |
| Ginn & Heath, | 211 55 |
| A. S. Barnes & Co., | 11 25 |
| Hall & Whiting, | 11 90 |
| Daniel Appleton & Co., | 117 76 |
| Abram Brown, | 6 00 |
| | ————— \$1,804 67 |

SCHOOL BOOKS AND STATIONERY.

| | |
|------------------------------------|---------|
| Paid William Ware & Co., | \$24 52 |
| D. Appleton & Co., | 31 98 |
| Baker Brothers, | 243 07 |
| Sentinel Printing Co., | 106 24 |
| New England School Furnishing Co., | 9 00 |
| Ginn & Heath, | 67 95 |
| B. W. Eddy & Co., | 13 33 |
| Nichols & Hall, | 33 22 |
| Boston School Supply Co., | 80 88 |
| D. C. Miles, | 5 00 |
| Natt Cowdin, | 1 00 |
| J. G. Edgerly, | 13 20 |
| M. W. Tewksbury, | 21 35 |
| Thomas W. Lane, | 6 30 |
| L. Prang & Co., | 1 80 |
| Lee & Shepard, | 8 98 |
| A. C. Stockin, | 29 64 |
| Knight & Adams, | 13 18 |
| J. L. Hammett, | 75 60 |
| D. B. Brooks & Co., | 9 00 |
| Thompson, Brown & Co., | 3 24 |

| | | |
|---------------------------|--------|------------|
| Paid Nellie F. Livermore, | \$5 00 | |
| A. A. Whittemore, | 4 93 | |
| S. Herbert Adams, | 9 47 | |
| R. G. Huling, | 23 17 | |
| A. Mudge & Son, diplomas, | 24 00 | |
| J. E. Thompson, | 28 31 | |
| Hall & Whiting, | 4 32 | |
| R. S. Davis & Co., | 12 50 | |
| | <hr/> | \$910 18 |
| Total expenditure, | | \$2,714 85 |
| Unexpended, | | 159 62 |
| | | <hr/> |
| | | \$2,874 47 |

CONTRA.

| | | |
|---|----------|------------|
| Balance on hand, | \$192 79 | |
| Appropriation, | 500 00 | |
| Tax of 1880, | 45 15 | |
| Commonwealth of Massachusetts, school fund, | 221 36 | |
| Received for books sold, | 1,915 17 | |
| | <hr/> | \$2,874 47 |

RECAPITULATION.

SCHOOLS.

| | |
|---|-------------------|
| Paid for Teaching High and Grammar Schools, | \$11,657 25 |
| Teaching Common Schools, | 12,396 05 |
| Teaching Music, | 475 00 |
| Teaching Drawing, | 567 50 |
| Teaching Penmanship, | 594 00 |
| Evening Drawing School, | 211 00 |
| Evening School, | 180 00 |
| Superintendent of Schools, | 1,800 00 |
| Fuel and Care of Schools, | 3,538 93 |
| | <hr/> \$31,419 73 |
| Paid for Repairs of School Houses, | 1,551 84 |
| Paid for School Incidentals, | 1,652 17 |
| Paid for Books and Stationery, | 910 18 |
| | <hr/> \$35,533 92 |
| Paid for School Books to be sold to pupils, | 1,804 67 |
| Paid for Day Street Improvement, | 2,924 01 |
| | <hr/> \$40,262 60 |

Total Expenditures brought forward, \$40,262 60

CONTRA.

Balance, 1879 :

| | |
|--------------------------|------------|
| Teaching, Fuel and Care, | \$1,093 33 |
| Books and Stationery, | 192 79 |
| Repairs, | 77 62 |
| Incidentals, | 2 17 |

| | |
|---|-------------|
| Total balance, 1879, | \$1,365 91 |
| Appropriation for Teaching, Fuel and Care, | 30,500 00 |
| Appropriation for Repairs of School Houses, | 2,000 00 |
| Appropriation for School Incidentals, | 1,200 00 |
| Appropriation for School Books, | 500 00 |
| Received for Books sold, | 1,915 17 |
| Commonwealth of Massachusetts School Fund, | 221 36 |
| Tuition Non-Residents, | 119 72 |
| Tax for 1880, | 45 15 |
| Received from sale of old boiler, | 35 00 |
| Received for incidentals, | 13 33 |
| | \$37,915 64 |

| | |
|------------|----------|
| Overdrawn, | 2,346 96 |
|------------|----------|

\$40,262 60

SCHOOL COMMITTEE

FOR 1881.

HON. ELI CULLEY, Mayor, *ex officio*, Chairman.

President of the Common Council, *ex officio*.

| | | | | | | | |
|---------|---|------------------------|---|---|---|---|--------------|
| Ward 1. | { | J. Warren White, | - | - | - | - | One year. |
| | | Thomas Murray, | - | - | - | - | Two years. |
| | | Henry O. Putnam, | - | - | - | - | Three years. |
| Ward 2. | { | Dwight S. Woodworth, | - | - | - | - | One year. |
| | | Charles Mason, | - | - | - | - | Two years. |
| | | William Woodbury, | - | - | - | - | Three years. |
| Ward 3. | { | George S. Gibson, | - | - | - | - | One year. |
| | | Charles F. Baker, | - | - | - | - | Two years. |
| | | James H. Fairbanks, | - | - | - | - | Three years. |
| Ward 4. | { | Frederick H. Thompson, | - | - | - | - | One year. |
| | | Frederic F. Woodward, | - | - | - | - | Two years. |
| | | Thomas S. Blood, | - | - | - | - | Three years. |
| Ward 5. | { | Stillman Haynes, | - | - | - | - | One year. |
| | | Frederic R. Comee, | - | - | - | - | Two years. |
| | | Edwin A. Harris, | - | - | - | - | Three years. |
| Ward 6. | { | Philip J. Garrigan, | - | - | - | - | One year. |
| | | John Gallagher, | - | - | - | - | Two years. |
| | | John Barnes, | - | - | - | - | Three years. |

TEACHERS AND THEIR SALARIES.

DECEMBER, 1880.

HIGH SCHOOL.

| | | |
|--------------|----------------------|---------|
| High Street. | RAY GREENE HULING, | \$1,500 |
| | ALBION N. MARSTON, | 1,000 |
| | CHARLES A. HAMILTON, | 1,000 |
| | E. ADAMS HARTWELL, | 800 |
| | ELLEN W. BEANE, | 600 |

GRAMMAR SCHOOLS.

| | | |
|-----------------|----------------------|---------|
| High Street. | FRANK P. MCGREGOR, | \$1,000 |
| | ALICE F. HAYES, | 400 |
| | ALICE MILLER, | 400 |
| | GEORGIE A. HIGGINS, | 400 |
| | ADDIE DAMON, | 380 |
| Day Street, | BENJAMIN F. BROWN, | \$1,000 |
| | ELLEN E. ARMES, | 400 |
| | MATTIE E. GOODRICH, | 400 |
| | ADDIE GOODRICH, | 400 |
| | CLARA A. WOODBURY, | 400 |
| | EMMA L. LANE, | 400 |
| | | |
| West Fitchburg. | CHARLES K. SAWYER, | 800 |
| | ABBIE A. WHITTEMORE. | 400 |

INTERMEDIATE SCHOOLS.

| | | |
|----------------------|-------------------|-------|
| *High Street (A), | BERTHA A. GRAVES. | \$350 |
| High Street (B). | ADDIE H. CHASE, | 380 |
| Day Street, | ETTA A. JILLSON, | 380 |
| South Street, | CLARA D. HOSMER, | 400 |
| Middle Street, | LIZZIE M. NOLAN, | 400 |
| South Fitchburg (A), | SARA J. BARBER, | 380 |
| South Fitchburg (B), | ETTA F. WILLARD, | 350 |
| Rockville, | ANNA W. TICKNOR, | 380 |

SECONDARY SCHOOLS.

| | | |
|------------------|-----------------------|-------|
| High Street (A). | LUCY A. HAYWARD, | \$380 |
| High Street (B). | NELLIE E. WALLACE, | 380 |
| Day Street (A), | ELIZABETH W. OSBORNE, | 380 |
| Day Street (B), | EDNA M. LOWE, | 380 |
| South Street, | LULU M. BAGLEY, | 380 |
| Middle Street, | KATE E. DUNN, | 350 |
| South Fitchburg, | LIZZIE A. H. SLEEPER, | 320 |
| East Street, | WINNIFRED MARVLE, | 380 |
| Rockville, | NELLIE C. BATES, | 380 |

*Partially a Grammar School.

PRIMARY SCHOOLS.

| | | |
|--------------------|---------------------|-------|
| High Street (A), | JOSEPHINE REYNOLDS, | \$380 |
| High Street (B), | S. ADA BLOOD, | 380 |
| Day Street (A), | M. LIZZIE KIMBALL, | 380 |
| Day Street (B), | CLARA L. TENNEY, | 380 |
| South Street (A), | ISSIE H. GILCHREST, | 350 |
| South Street (B), | HATTIE A. SMITH, | 380 |
| Middle Street (A), | MARY E. GALLAGHER, | 380 |
| Middle Street (B), | MARY A. BARNES, | 380 |
| East Street, | ALICE ABBOTT, | 320 |
| School Street (A), | JENNIE M. CONNOR, | 380 |
| School Street (B), | NANCY R. PHILLIPS, | 380 |

UNGRADED SCHOOLS.

| | | |
|-----------------|---------------------|-------|
| Woodbury, | HELEN E. WOODBURY, | \$380 |
| Wachusett, | PHEBE E. BLANCHARD, | 380 |
| West Fitchburg. | KATE E. GALLAGHER, | 380 |
| Dean Hill, | ELLA F. CASWELL, | 380 |
| Caswell, | ALICE M. TOWNSEND, | 380 |
| Pearl Hill, | MARY E. WHITTEMORE, | 380 |

SPECIAL TEACHERS.

| | | |
|----------|----------------------|-------|
| Singing, | LILLIAN C. LANE, | \$500 |
| Writing, | NELLIE F. LIVERMORE, | 600 |
| Drawing, | S. HERBERT ADAMS, | 500 |

SALARY OF SUPERINTENDENT, \$1,800.

UNIVERSITY OF ILLINOIS-URBANA



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